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ABSTRACT

A study examined innovative workplace practices in companies that employ significant numbers of entry-level workers. In Phase 1 of the study, a literature review was undertaken, and interviews were conducted with human resource directors in 58 companies in the Pacific Northwest nominated as exemplary in their work with entry-level workers. Employers reported shortages in numbers of qualified applicants for entry-level positions and concern over basic skills deficiencies. Nine areas of promising practices were identified: employee involvement; child care; family and community concerns; recruiting; training; supervision; motivation; business-education partnerships; and handicapped and special needs employees. Phase 2 consisted of a written survey of entry-level workers in randomly sampled companies in Hawaii and Oregon. It focused on their views regarding characteristics of today's work force, their perceived training needs, relevance of their high school training, ways to improve workplace quality, and their assessment of the relative importance of various worker benefits. Over 80 percent indicated they liked the place where they worked and got along with supervisors and peers. Recommendations to improve the workplace included improved pay and benefits; different management style; improved teamwork; and improved training. Recommendations were made regarding implementation of promising practices. (Ten references and preliminary findings are appended.) (YLB)

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THE Northwest Regional Educational Laboratory

PROGRAM REPORT

# Issues Surrounding Entry-Level Workers

## A Policy Report

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**November 20, 1990**

## Issues Surrounding Entry-Level Workers
## A Policy Report

As stated in Building a Quality Workforce, "Our nation's economic strength and vitality, our productivity and international competitiveness, depend on our capacity to build and maintain a quality workforce." As the available pool of entry-level workers decreases, businesses are beginning to hire employees who, less than five years ago, may not have even been considered for a job interview. Although some employers are quick to criticize our educational system for failing to turn out graduates who are proficient in basic skills, have good work values and habits, and are adaptable and eager to learn, many realize that they, too, have an increasing role in the continued development of new employees. Some employers in the Northwest are expressing a need to learn about exemplary practices of other companies in working effectively with what might be considered "at-risk" employees. These employees may include undereducated and poorly motivated youth, low-income minority workers, limited English-speaking immigrants, women with young children or responsibility for elderly dependents, dislocated workers, and older workers returning to the workplace. There is also a need for educators to look at exemplary business practices for entry-level workers to see if some of these practices could be adapted for use with at-risk youth.

Our rapidly changing economy, new demands on the workforce, and changing demographics have led to a shortage of work-ready, entry-level workers. Significant numbers of people are entering the workforce with less than a high school education including youth, dislocated workers, and welfare recipients. Educators, employers, and economists have recognized the need for new thinking in preparing our workforce. Employers have taken on roles previously reserved for the education and social welfare sectors and are providing education, training, and social protections to workers in an effort to attract, train, and retain workers. This policy study examines innovative workplace practices in companies that employ significant numbers of entry-level workers. Findings and analyses are targeted to educators and education policy makers; to public policy makers in economic development and social welfare; and to the private sector.

The term "entry-level workers" is not used consistently across studies. In some studies such as *America's Choice: High Skills or Low Wages* (Commission on the Skills of the American Workforce, 1990) entry-level workers are considered those employed in jobs that require less than a high-school education and consist of 40 million out of 117 million employed in 1989 or 34 percent (p. 27). Other studies consider entry-level workers as young people in a job for less than six months. In our study, we define entry-level workers as those in jobs requiring no more than a high-school education. This definition accepts workers of any age or length of time in the

job and is easier to communicate to employers since it does not require knowledge of the education level of particular workers but only of the job requirement. Looking to the future, the America's Choice report states that, "more than 70% of the jobs in America will not require a college education by the year 2000. These jobs are the backbone of our economy, and the productivity of workers in these jobs will make or break our economic future" (p. 3).

This study was conducted jointly by the Northwest Regional Educational Laboratory (NWREL) and the Northwest Policy Center (NPC). NWREL is a private, nonprofit organization working to serve educational practitioners and policy makers in Alaska, Hawaii, Idaho, Montana, Oregon, Washington, and the Pacific. The NPC is a regional program, based at the University of Washington, whose mission is to inform and improve public policy strategies which promote economic vitality in the Northwest. Both agencies have an interest in the changing workforce and workplace policy.

The work conducted by NWREL and NPC consisted of two phases. In Phase 1 we reviewed the literature and conducted interviews with Human Resource Directors in companies nominated as ememplary in their work with entry-level workers. In Phase 2 we conducted a written survey of entry-level workers in randomly sampled companies in Hawaii, Oregon, and Washington. In each case the study was conducted collaboratively with the state department of labor or employment.

The Phase 1 study was based on a review of the literature and on personal interviews and observations at a number of companies in the Northwest. Data were collected in Alaska, Guam, Hawaii, Idaho, Oregon, and Washington. A total of 58 companies were contacted representing small, medium, and large firms or organizations. These companies represent construction, manufacturing, retail trade, health, public utilities, child care, financial and insurance industries, local, state, and federal government, food and hospitality industries, other service industries, and higher education.

In each community to be studied, preliminary contacts were made to obtain recommendations regarding companies that: 1) hire a number of low-income youth and adults through the Job Training Partnership Act (JTPA) or other sources; 2) have a reputation for effective affirmative action practices; or 3) are considered companies with effective employment practices for entry-level workers. Of particular interest were companies that might be using effective techniques to attract, train, and retain entry-level employees. After selecting a set of companies and contact persons for study, telephone calls were made to explain the purposes for the study, answer questions, and schedule an interview date and time. In most cases, it was the personnel or human resources director who was interviewed.

Employers reported experiencing shortages in numbers of qualified applicants for entry-level positions. The growing gap in the level of basic skills needed by employers and those available in the applicant pool is of great concern to the business community.

Employers mentioned serious deficiencies in reading, writing, mathematics, and communication skills. Other areas of concern included critical thinking and problem solving skills, ability to work in teams or as a group, motivation and attitude, and flexibility.

Promising practices used by businesses in the Northwest, Hawaii, and Guam are described in 10 areas: employee involvement, child care, family and community concerns, recruiting, training, supervision, motivation, the new basics, business-education partnerships, and handicapped and special needs employees.

For too long, education, training, and workplace practices were regarded as someone else's problem: basic skills and training were the schools' problem; children were their parents' problem; workplace policies were business' or labor's problem. Now, society can no longer regard education, social welfare, and economic development problems as separate. Instead, society's ability to have an educated workforce, to protect children from poverty, to raise our quality of life and standard of living, and to increase productivity, rely in part on a recognition that social, educational, and economic gains are integrated. The attention paid to public education, to youth at risk, and to children in poverty affect the quality of America's future workforce and its ability to compete in the world marketplace. Policy makers have begun to acknowledge how interrelated their goals are: that investing in education and training is an economic development strategy as critical as job creation or retention strategies; that the new welfare programs designed to move clients successfully into the world of work depend on a workplace that accommodates the needs of families; that those preparing youth and adults for the world of work need to stay attuned to the changing needs of employers.

Worker preparation and work and family policies comprise a bridge between social welfare and economic development goals. These policies are of particular significance for workers whose attachment to the workforce is marginal and are at risk of failing to succeed in the workplace. These include workers who drop in and out of employment due to lack of work skills, limited educational background, limited English proficiency, learning or physical handicaps, or because of conflict with family responsibilities. Many of these workers in what we have defined as entry-level positions--i.e., those not requiring a high school education or vocational training--find that workplace policies and practices are the key to their success in remaining employed, in developing their skills and marketability, and in successfully managing work and family responsibilities.

What role does public policy play in offering these programs and benefits? Innovative practices are mandated in some states, such as Oregon's parental leave law; some are offered because of an incentive program, such as on-site or release time English as a Second Language or GED classes sponsored by Employment Service training grants. Many workplace practices are left up to the marketplace. An important task for public policy makers is to determine the appropriate mix of government mandate, public incentives, and private sector initiatives.

The findings of this study, with its special focus on entry-level workers, have policy implications for education, business, economic development and social welfare. They add new insights to a continuing discussion of the implications of our transforming economy, and in particular to the changing workforce and the changing workplace.

Changing Workforce

The changing characteristics of our worker force have been well documented in recent reports such as Workforce 2000. Our workforce is aging and will include proportionately more limited English speakers, more workers with young and elderly dependents, and more educationally disadvantaged. The increase in the number of working women with young dependents has been dramatic. Estimates show that one of every four workers is dealing with child care problems. At the same time, the fastest growing cohort of the population is aged 58 and older. Many analysts feel that elder care issues will soon be of great concern for many workers. Many companies are actively recruiting older workers as a source of personnel, especially temporary agencies and fast food chains.

Changing Workplace

The workplace is undergoing a period of rapid change. Both the types of jobs and the entry-level skills required are fundamentally different than they were just a few years ago.

Our country's expectation of what happens in the workplace has evolved. We now rely on the workplace for many social benefits and protections which are offered through government mandate in other countries. We rely on our employers for health care for ourselves and our dependents, security in our old age through pensions, paid vacation, and sick leave. Now, as employers are feeling the effect of their employees juggling work and family responsibilities and find they need a better prepared workforce, many are beginning to respond with assistance for child care and elder care, with teaching basic skills such as reading and writing to workers, and with developing teamwork and problem solving skills. Many of these programs are seen by employers as particularly important in attracting and retaining entry-level workers, who are a decreasing population due to demographic changes.

How can small businesses provide these policies and programs and remain competitive?

Promising Practices

One of the primary purposes for this study of entry-level workers was to identify promising business practices affecting these employees. In considering promising practices, efforts were made to identify exemplary policies or procedures not already in common use that would be beneficial both to the individual worker and to the company. After discussing the findings, nine areas for promising practices were identified that other businesses may want to consider. These areas are: a) employee involvement, b) child care, c) family and community concerns, d) recruiting, e) training, f) supervision, g) motivation, h) business-education partnerships, and i) handicapped and special needs employees. Shown here is a sample of these promising practices.

a. Employee Involvement

- Employers at several companies interviewed found it important to involve employees in many aspects of the business. Employees who contributed suggestions that were adopted were rewarded with up to $10,000 in bonus money. Before determining employee benefits packages, several employers had conducted employee surveys to determine which benefits were most valued by the employees. Although employees often have a choice in selecting from a menu of health care programs, none of the companies we interviewed had a flexible benefits package that would allow each employee to choose which benefits he/she wanted. Several companies indicated they were currently considering such a cafeteria plan, but had not yet adopted one.

- Many companies recognize the benefits in allowing workers decision making opportunities in areas that affect their worklife. These companies feel that morale and loyalty are enhanced when employees have more control over their worklife and decisions that affect them.

- One major employer in Seattle was interested in setting up a child care assistance program, but instead of making it a management decision, chose to set up an employee committee to investigate the need and options. This committee chose to spend countless hours in their work, and eventually made a series of recommendations including establishment of on-site child care, and subsidized sick child care in a local hospital. As a result of the committee's work and the value management put on their recommendations, a wide range of programs was implemented. This company has six other employee committees that address issues of concern or interest to its workers.

- Another employer in the electronics industry feels that there is a "prestige" factor in working there. The company has tried to build on that in many ways. One of its techniques is to give everyone important-sounding titles; for example, entry-level workers who deliver mail are all called "couriers." This company fosters a team spirit and what it refers to as an "atmosphere of energy," with numerous social activities that appeal to its relatively young workforce--parties, company celebrations, sports activities, and discounts on products.

b. Child Care

Dependent care issues--for young and elderly dependents--have become particularly important in the last several years with the rapid increase in dual earner families and single heads of household. Increased longevity indicates that elder care issues may be one of the most important growth areas for company benefits. This particular study, with its focus on entry-level workers, found more examples of workplace practices affecting care of young dependents. Offering child care assistance is a complicated issue. A family's choice of child care arrangements is very personal: Some prefer the peace of mind of onsite child care, offering opportunities to check in or spend break time with a child or to be immediately available in emergencies; others prefer to have children close to home. Some look for a center with a variety of activities and socialization opportunities; others feel a homelike environment is more appropriate.

One employer offered a range of types of assistance, encouraging employees to make their own choices in finding the appropriate setting for their child. This company offers a dependent care account that allows employees to use pretax dollars for the child, elder, or spousal care of their choice. These options are:

- An onsite child care center providing a certain number of guaranteed slots and discounted rates to staff
- An arrangement with a local hospital for sick child care, which is subsidized 50 percent by the employer
- Child care referral through the employee assistance program
- Summer day care referral

The company also offers brown bag lunches on parenting topics such as peer pressure. And finally, it demonstrates its concern for children in the community by providing financial assistance to a consortium that supports latchkey programs, and by soliciting other companies to do the same.

c. Family and Community Concerns

- One company with a strong commitment to affirmative action has an active women's caucus addressing spouse abuse, divorce laws, and child support laws. A growing number of companies are involved with Employee Assistance Programs (EAPs). Such EAPs provide referral for a variety of personal or family problems, such as drug and alcohol abuse. Some provide classes and other help in interpersonal skills, such as managing anger.

- Employers have many options to demonstrate recognition and support for the responsibilities employees have outside work. Some offer opportunities for employees to control their work and family time such as part-time work, flexible work hours, and job sharing.

  Others provide leadership in demonstrating their responsibility to the community. One employer rewards outstanding employees by allowing release time for volunteer work in the agency of their choice.

d. Recruiting

- Several companies that do a great deal of hiring mentioned having a 24-hour phone line where applicants can get the latest information on openings.

- An Oregon company is now doing drug testing for everybody and is getting better employees because the word is out. A company that has several openings for apprentices each year examines the applicant's transcripts, records from school work, work experience, and content of courses taken. Hiring college students is popular with some companies. One offers a $250 college scholarship through a name drawing of employees.

- Several employers mentioned recruiting through minority organizations such as the Urban League or refugee forum. Special benefits such as providing bus passes or free parking are sometimes offered to attract employees.

- A fast food company has found it useful to recruit and hire relatives of its refugee employees. The employee with the best command of English is then responsible for training and supervising his or her relatives.

- Companies interviewed reported they pay employees a bonus for recommending their friends who actually get hired by the company. If the newly hired employee is successful for the first three months, the friend who recommended that person gets a second bonus. This causes a strong motivation for the original employee to be selective in whom he or she recommends and also to provide buddy help and advice to the newly hired friend.

e. Training

- Many companies are now offering tuition reimbursement programs in addition to in-house training programs and the more common on-the-job training. Educational support is generally funded at a 100 percent level if required for the job and at 50 or 75 percent if not required but considered to enhance the job performance. Several companies allow employees to take almost any course and be reimbursed.

- For those employees who do not speak English as a native language, many companies are providing either onsite or off-site language instruction. One company donated one hour of paid time and asked the employee to donate one hour of free time. The classes were scheduled between major work shifts, usually in the evening as the workers were coming off their shift.

- An Idaho company has hired two teachers to develop an employment development course. Employees learn how to get along with others and about career ladders.

- A company in the retail field issues each employee a training passport which contains the employee's photo and a record of all his or her training and promotions. This passport is reviewed every year as part of the employee's performance review. Results of the review determine the employee's pay scale.

- Some companies are finding it necessary to provide remedial training in basic skills such as writing, mathematics, and communications. Generally these classes are worded as worker upgrading to avoid the negative connotation of remediation.

- Classes on customer relations are sometimes taught using role playing. Employees are asked to bring in actual case samples which get reviewed.

- When problems are found that are group based, one Idaho company brings in outside staff who do team exercises with the whole group to resolve the problems.

- One company was impressed by the success of its "Executive Leadership Institute" in fostering team building skills, and is piloting a two to three-week miniversion for secretaries and clerical workers.

f. Supervision

- Supervision varied widely across the companies we interviewed. In some cases the supervision was considered minimal. In other cases the supervision was close, especially for the first six months when some companies moved people into permanent positions. Line supervisors often had the responsibility to delegate, oversee, do on-the-job training, monitor performance, evaluate, provide feedback, and check on the balance of work performed. In some companies, line supervisors also were responsible for hiring new employees in their unit.

- Supervisors sometimes assign a new employee to a buddy from whom to learn. Other companies assign new employees to the lead on a team.

- In some companies, team operations have become common, with more team numbers responsible for training and supervising others.

- One site used a Creative/People Management class of 16 hours to train supervisors. An external class uses a computerized tool called the Social Style Profile to delineate an individual's style of interpersonal interaction as seen by others. It also measures versatility in being able to interact with different social styles. The employees' department pays for the course.

g. Motivation

- Getting employees to show up for work regularly and on time is a major problem for many employers. One company in Oregon has an attendance lottery every month. It found that about half of the eligible employees were Laotians.

- Some companies have profit sharing; so it is to each employee's advantage to give his or her full effort.

- Shares of stock are offered as incentives to employees in some companies.

- Recognition as the outstanding employee of the month is popular in certain companies. Pay bonuses, posting of photos of such people, special parking spots, promotions, and free trips are sometimes offered as rewards. Rewards are given for good attendance, outstanding team membership, and customer service.

- Workers in a company in Guam are anxious for cross-training, because they can get the salary level of the person they substitute for during the period for which they fill in.

h. Business-Education Partnerships

- Although the focus of this study was on entry-level workers rather than on partnerships, several employers described various ways they were assisting the local schools. For example, one company encourages employees to volunteer as tutors of at-risk students. In addition to helping the children involved, the employer told us it was perceived as a good alternative for teaching employees how to improve listening skills and getting along with people from different backgrounds.

- An example of a partnership involving the state, education, and a private company to provide entry-level workers with skills was found in Washington. This program locates disadvantaged, unemployed workers through Target, a subcontractor to the Employment Security Department. The participants are eligible to participate at no cost in a 12-week course at the Lake Washington Vocational Technical Institute, which includes coursework in pre-employment skills, basic skill training, and manufacturing skills. The course entitled, "Manufacturing Process Technology," is developed in conjunction with the company and includes transferable and company-specific occupational skills. The manufacturer we interviewed was participating in the pilot project and had agreed to hire all 40 graduates of the first class.

- One company cited summer internships in its bank for high school business education teachers. The internships were designed to bring teachers into the business environment to learn hands-on techniques in banking that can be passed on to students in the classroom.

i. Handicapped/Special Needs Populations

- The special needs groups mentioned most frequently by the employers we interviewed were refugees and others with limited English proficiency.

They are often paired up with buddies who know more English. In many cases, the work attitude of these employees was considered excellent. Several employers mentioned having ESL instructors teach English classes for several months. They are provided at no cost to employees. A Hawaii company hired a deaf man who had trouble communicating with co-workers. Now he does it by writing. Other employees have enjoyed learning sign language to use with him.

- An employee with a learning disability had trouble working with others, so the company set up a job where he works by himself and he is doing fine. Another learning disabled person had a problem when told to do three things. The personnel manager talked with his supervisors and they arranged for him to do only one task at a time.

**PHASE 2**

In the past five years, there have been numerous studies of employers regarding their perceptions of changes occuring in the workforce and the shortage they see of qualified workers. There has also been much written on the perceived training needs of today's workforce through the eyes of the employer. This Phase 2 study, in comparison, focuses on the views of the entry-level workers themselves regarding the characteristics of today's workforce, their perceived training needs, the degree of relevance of their high school training, ways to improve the quality of the workplace, and their assessment of the relative importance of various worker benefits currently existing or being considered by various companies and legislators.

The worker survey was conducted in Hawaii and Oregon in the summer of 1990, and the findings serve as the basis for this report. Data from Washington state are currently being collected and will be reported in early 1991 separately and as part of a regional report.

In Hawaii, the research staff at the Department of Labor and Industrial Relations drew a stratified random sample of 221 companies and 1713 workers. The sample was stratified by small, medium and large firms on Oahu and the neighboring islands. The Department mailed out and collected the surveys that were sent to NWREL for coding, data entry and analysis using the Statistical Package for the Social Sciences. The Hawaii Worker Survey was completed by 694 workers from 122 companies throughout Hawaii. In Oregon, the research staff at the Employment Division sampled 300 companies from large, medium, and small firms throughout the state. A total of 120 worker surveys were returned from 65 companies.

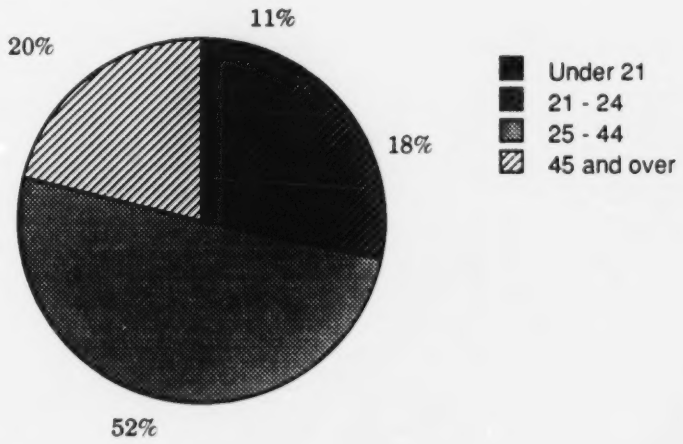
Table 1 shows the distribution of workers by job title. The majority of those surveyed were working as cashiers, agricultural workers, general office workers, and retail sales.

**Table 1**
**Distribution of Workers by Title**

| Skills or Attitudes | Number | Percent |
|---|---|---|
| Cashier | 59 | 7 |
| General Office Worker | 46 | 5 |
| Agricultural and Forestry Worker | 42 | 5 |
| Retail Sales Person | 46 | 4 |
| Food Preparer | 30 | 4 |
| Nurse's Aide, Orderly, Attendant | 27 | 3 |
| Bookkeeper, Accountant, Auditor Clerk | 27 | 3 |
| Gardener and Other Farm Worker | 27 | 3 |
| General Laborer | 22 | 2 |

Of the 814 workers surveyed, 64 percent were female. The largest percentage of workers identified themselves as White (37 percent), Asian/Pacific Islander (34 percent) or other. Half were between 25 and 44 years of age, with 11 percent under 21. Table 2 shows the distribution of workers by age. Although it was expected that about a quarter would be under 25 years of age, it was interesting to note that 20 percent were 45 or older.

**Table 2**
**Distribution of Workers by Age Level**




About half of the workers were married, and the workers averaged 4 people in their household. The majority of workers completed high school and 23 percent had some form of post-secondary training. Over 80 percent of the employees held a job before working at their present company. The most frequent reason for leaving their prior job was to earn more money. Sixty-three percent of the workers earned between $4.25 and $7.99 in their prior job with 22 percent earning $8.00 or more per hour. Sixty-one percent of the workers on their present job, earned between $4.25 and $7.99 per hour, although now 37 percent earn $8.00 or more per hour.

Thirty-six percent of the workers are union members. The workers average 38 hours per week. Of those working less than 35 hours per week, 61 percent would like to work more hours. Seventeen percent of the workers reported working also at another job which averages 19 hours per week. Of that number, 85 percent do the same type of work as at their primary job.

Although 15 percent of the workers have no idea what they will be doing three years from now, 27 percent anticipate they will be going to school, 26 percent anticipate doing the same job as now, 9 percent don't plan to be working, 10 percent expect to

have a different job at their present company and only 3 percent will be doing the same type of work as now but at another company. This last figure suggests a very low percent of workers dissatisfied with their present company.

Workers were also asked to rate the importance of certain work skills and attitudes commonly held by employers to be important. The areas rated most important are shown in Table 3. Rated highest were: regular attendance, following directions, communicating with others, and working as a team member. Each of these was rated as very important by 90 percent or more of the workers. Understanding of computers and keyboarding skills were rated much lower in importance. Over 80 percent felt their skills were usually used in their present jobs. Of those feeling their skills were not used, the most common examples of unused skills the workers gave were computer skills, problem-solving, math, technical skills, and interpersonal skills (each listed by about one percent).

## Table 3
## Job Skills or Attitudes Considered Very Important by 75 Percent or More Workers

| Skills or Attitudes | Percent |
|---|---|
| Regular attendance | 95 |
| Following directions | 94 |
| Communicating with others | 92 |
| Working as a team member | 90 |
| Willingness to learn new things | 86 |
| Completing tasks on time | 85 |
| Handling a variety of work tasks | 79 |

Workers also described the workplace environment. In terms of 26 characteristics of the workplace, workers agreed most strongly that they liked working at their present job, learned from their co-workers, had supervisors who treat them fairly, and communicated well with their supervisors. Statements agreed or strongly agreed with by three quarters or more employees are shown in Table 4.

## Table 4
## Statements With Which Three-Quarters or More of the Workers Agreed

| Statements | Percent |
|---|---|
| I like working here | 93 |
| I learn from my co-workers | 90 |
| My supervisor treats me fairly | 89 |
| My supervisor and I communicate well | 87 |
| My co-workers' reading ability is enough for the job | 78 |
| I have a chance to accomplish something worthwhile here | 78 |
| The people I work with cooperate as a team | 76 |
| My supervisor lets me change my work hours if needed to meet family needs | 76 |

Most of the workers indicated that they were not bothered by stress at work and had little difficulty balancing work and family responsibilities.

When asked where the workers learned the skills needed in their job, 89 percent indicated it was on the job, although 35 percent added that they also learned the skills in high school. While in high school, the employees reported that classes in math (33 percent), vocational areas (10 percent) and English (6 percent) were most helpful in preparing them for their current job. Additional training in vocational classes (10 percent), computers (8 percent) and English (3 percent) while in school would have been considered helpful.

Three quarters of the workers wanted more training, especially in computer skills, communications, problem solving, teamwork skills, and task-specific skills.

While at their present job, the most frequent training reported by workers was on-the-job training (73 percent), safety and health (43 percent), and training to work as part of a team (38 percent). Eleven percent reported that employers paid for courses outside of the company, such as college classes. Workers found out about company-sponsored training opportunities primarily from their supervisors, written publications, and co-workers. Seventeen percent checked that they hadn't heard about training opportunities, however. Only 12 percent knew about the training opportunities before being hired and thus in most cases these did not appear to be used as a recruiting attraction. The decision not to participate more in training opportunities was due largely to scheduled time of the training, the worker's own lack of interest, lack of child care, or other family conflicts. The most frequently identified types of additional training desired were for better jobs at their company, college classes, and on-the-job training. Table 5 describes the types of training workers desired.

## Table 5
## Training Workers Desired

| Type | Percent |
|---|---|
| Training for better jobs in the company | 41 |
| Employer-paid courses outside the company (such as college classes) | 32 |
| On-the-job training | 27 |
| Training to work as part of a team | 20 |
| Safety and health training | 18 |
| Personal development (such as personal finance) | 16 |
| Basic skills development (such as reading and math skills) | 10 |

Employees were asked in an open-ended question what could be done to improve the amount or quality of work done at their company. The most frequent responses are shown in Table 6. The only responses reported by more than 10 percent of the workers were to improve worker incentives or benefits.

## Table 6
## Recommendations for Workforce Improvement

| Recommendations | Percent |
|---|---|
| Improve worker incentives/benefits | 12 |
| Change the management style and their communications | 7 |
| More or better training | 5 |
| Physical plant improvements | 3 |

Three-quarters of the workers reported making recommendations about their work environment, especially regarding ways of doing their job, the tasks to be performed, and work schedule. The employees felt their recommendations were taken seriously.

A breakout of areas of recommendations is shown in Table 7.

## Table 7
## Areas of Worker Recommendations

| Area | Percent |
|---|---|
| Ways of doing the job | 57 |
| Tasks performed | 33 |
| Work schedule | 25 |
| Company policies and practices | 22 |
| Number of hours worked | 15 |
| Employee benefits | 12 |
| Other areas | 3 |

One-third of the workers reported providing assistance to an older or disabled adult either at home or elsewhere. This was most frequently done daily or weekly and was seldom felt to affect their work life. About 40 percent of the workers have dependent children. Fifteen percent of the workers reported they sometimes had to take time off from work because of their children.

Workers rated a number of existing or possible employee benefits. Table 8 shows the benefits considered most important to a quarter or more of the entry-level workers. As in other studies, medical and dental benefits and paid vacation/sick leave were of key importance. Although payment of child care costs was provided for only one percent of the workers, it was considered very important by 12 percent who would like to receive it.

## Table 8
## Most Important Benefits Identified by Workers

| Benefit | Percent | |
|---|---|---|
| | For People Now Receiving Them | Important, But Not Now Received |
| Medical benefits for you | 56 | 15 |
| Medical benefits for your dependents | 34 | 21 |
| Dental benefits for you | 45 | 21 |
| Dental benefits for your dependents | 28 | 20 |
| Paid vacation/sick leave | 38 | 16 |
| Employer paid retirement benefits | 17 | 20 |
| A flexible work schedule | 19 | 19 |
| Options to select from a set of benefits | 8 | 12 |
| Unpaid leave to care for a sick child, | 8 | 13 |
| Full or partial payment of child care costs | 1 | 14 |

Half of the workers learned about their employee benefits at their company through the employee handbook and a third were told by their supervisor or heard about them at orientation. Table 9 shows the most frequent sources of information about employee benefits.

## Table 9
## Sources of Information About Employee Benefits

| Source | Percent |
|---|---|
| Employee handbook | 51 |
| Told by my supervisor | 37 |
| Heard about them at orientation | 41 |
| Heard from co-workers | 26 |
| Memos, newsletters, or bulletins | 23 |
| Knew about them before I was hired | 24 |
| Heard from my union | 14 |
| Other | 3 |

Summary Statements

Listed below are some key findings from the Phase II entry-level worker study in Hawaii and Oregon.

- The Worker Survey was completed by a wide rage of entry-level workers throughout Hawaii and Oregon. Half of the workers were 25 to 44 years of age and about two-thirds of those responding were female. All but 10 percent have gone to school up through the 12th grade.

- Over 80 percent of the workers indicated that: they liked the place where they work; their supervisor treated them fairly; they and supervisors communicated well; and that they learned from their co-workers.

- On the other hand, about 20 percent of the workers felt that: not all employees had equal opportunities for training; workers at their company lack a positive attitude and do not use their worktime well; the equipment and supplies were not of high quality; their shift or hours conflict with personal or family needs; and stress at work is reducing the quality of their work.

- Between 25 and 40 percent of the workers disagreed that: they were paid fairly for the work they do; salary increases were based on how well people do their job; and that rewards (such as promotion and salary increases) are given fairly.

In open-ended comments, a number of Hawaiian workers complained that their salaries were not consistent with the cost of living in Hawaii and they felt resentful that new workers were sometimes hired at a salary level at or above existing workers.

- Recommendations most frequently made by workers to improve the workplace included: improve pay and benefits; change in management style and communication with workers; improved teamwork; repair or improve the physical facilities; and improved training.

- Three-quarters of the workers reported making recommendations to their employers about the work environment, especially regarding ways of doing their job, the tasks to be performed and work schedule. It was interesting to also note that 77 percent felt their recommendations were taken seriously.

- Workplace benefits rated as most important by entry-level workers were medical, dental, and paid vacation/sick leave. Although few workers now receive them, between 10 and 20 percent of the workers would like: a flexible work schedule; full or partial payment of child care costs; unpaid leave to take care for a sick child, spouse or parent; and options to select from a set of benefits.

Recommendations

Based on the Phase 1 and Phase 2 studies, there are some important recommendations that can be shared.

1. As the Employment Policies 2000 study (National Alliance of Business, 1989) reported, "Over the next 10-15 years, the workforce will undergo a major change in composition. Most striking will be the growth of less well-educated segments of the population that have traditionally been the least prepared for work... At the same time, entry-level jobs will increasingly require basic, analytical, and interpersonal skills" (Executive Summary). Because employers see these skills as essential, educators are starting to reflect these skills in their curricula. But what if the workers themselves don't see these as important skills needed in the workplace? The present study by NWREL and the NPC reassures us that the workers themselves also see these skills as important. This congruence of view by both employers and workers can help assure educators that they are on the right track as they help prepare young people for jobs today and in the future. It can also assure policy makers and those providing training for adults in the workforce and for those preparing for jobs that the skills discussed above are valued both by workers and their employers.

2. NWREL's Phase 1 entry-level worker study found that those companies exhibiting "best practices" regarding worker compensation and opportunities for advancement did not experience much trouble with recruitment or turnover, while those with poor benefits and wages experienced high turnover and difficulty in recruitment. America's Choice found a similar sentiment. "As IBM's managers note, good quality is hard to get with a low wage, high turnover philosophy" (p. 36).

   The Phase 2 study found in the workers from a random sample of companies that their most frequent recommendation for workforce improvement was to improve worker incentives and benefits. Twenty-seven percent of the workers felt they were not paid fairly for the work they do, and 36 percent felt that salary increases were not based on how well they did their job. Thus, it appears that while enlightened managers realize the importance of paying a high wage, many companies are not yet putting that belief into practice. Public policies can support the payment of a family wage by providing public training support dollars only for companies that are willing to pay a family wage.

3. America's Choice points out that "A small fraction of American companies do make a significant investment in training but little of it reaches entry-level workers. Each year, American employers spend an estimated $30 billion on formal training...affecting no more than eight percent of our front-line workers. The occasional training which companies do provide for these workers is generally limited to orientation for new hires or 'team building' and motivational training for long-term employees" (p. 49).

   Approximately three-quarters of the entry-level workers surveyed in the NWREL study expressed an interest in more training, especially in the areas of computer skills, communications, problem-solving, team building, and task-specific skills. Nevertheless, less than 20 percent of the workers reported receiving training other than on-the-job training, safety, and team-work. Over 30 percent of the workers indicated they would like training for better jobs in their company and employer-paid courses taken outside of the company such as college classes. This is a strong indication that entry-level workers have brought into the concept of life-long learning.

   In the promising practices section of this report, we highlight examples of innovative approaches being used by some companies to involve workers in training. The newly funded U.S. Department of Labor demonstration programs on work-based learning being managed by the AFL-CIO Human Resources Development Institute are providing a good illustration of worker upgrading and career ladder training. These demonstration programs are responding to the interests of workers in preparing for better jobs in their companies and are involving the workers themselves in the design of such training.

Despite the interest of entry-level workers in training/upgrading and promising practices for ways to implement such training, relatively few companies are conducting such training for their entry-level employees. Except for the handicapped and severely disadvantaged populations, public policy on worker training issues has been largely passive. Recently public policy makers have shown an interest in learning from European training models (Watrus, 1990). We support the recommendations of the Commission on the Skills of the American Workforce that would provide "a system whereby all employers will invest at least one percent of their payroll for the education and training of their workers. Those who do not wish to participate would contribute the one percent to a general training fund, to be used by states to upgrade workers skills" (p. 8 Executive Summary).

The new National Governor's Association report Excellence at Work: Principles and Options for State Action (1990 p. 13) includes several strategies for expanding employer-sponsored, work-based learning. We support particularly the creation of public financial incentives for industry-sponsored training and for cooperatives that meet the aggregated training demands of smaller employers.

4. In reacting to a set of statements describing the workplace, 90 percent of the workers in our study indicated that they learn from their co-workers. Approximately the same percent said they learned the job skills needed right on the job. An important implication of this is the need to teach lead workers how to more effectively instruct their fellow workers and to recognize and reward the instructional role played by many workers. In some companies, these lead workers who instruct their co-workers receive extra pay for this enhanced role. By receiving recognition and extra pay for this role, some excellent workers who may choose not to become supervisors or managers can gain an increased sense of job satisfaction that is part of the new organizational pattern being advocated to restore America's competitive place in the world market.

   The implications of the role some workers play in instructing their co-workers could have significant impact in public education in at least two ways. One is the recognition of the potential involved in encouraging teachers to share and learn from their co-workers. All too often teachers are treated as independent workers who learn only from taking college classes or through outside experts brought into the schools for teacher inservice. A small number of districts are starting to provide a mechanism for encouraging teachers to share and learn from each other. This practice needs to become widespread if we are to retain the creative talent within our professional teachers.

   A second implication of workers learning from their co-workers is the need to enable students to realize that they can learn from their fellow classmates as well as from teachers and textbooks. Instead of fostering this cooperative learn-

ing, many schools still regard student collaboration as cheating rather than as a valuable learning strategy. Models of excellent peer tutoring and cooperative learning exist but are too seldom used in our schools. Business leaders, parents, and school board members need to speak out in encouraging local educators to utilize the resources of other students to help as tutors and learning partners.

5. The Phase 1 study identified some exciting ways in which innovative companies are involving and rewarding entry-level workers. In the Phase 2 study, we looked more explicitely at worker perceptions of benefits received and/or desired. Given the rising costs of medical expenses, it was not surprising to see workers valuing highly medical and dental benefits to themselves and their dependents. What was especially interesting to see were benefits that very few entry-level workers are now receiving but would value. These included full or partial payment of child care costs, unpaid leave to care for a child or adult dependent, a flexible work schedule, and options to select from a set of employee benefits. As companies become more competitive for the shrinking entry-level workforce, we would encourage additional companies to advertise such benefits as a way to attract workers.

   At the same time, public policies must continue to address family-friendly work practices such as family and medical leave, and incentives and assistance for companies offering child/elder care. Public policies must continue to address medical coverage especially as it relates to part-time workers.

6. Writers aware of changes in today's workplace are giving mroe attention to the issues surrounding work and family life and the two income family. Relatively little attention, however, seems to be given to the growing number of Americans--both men and women--who are working two or more jobs simultaneously. In our worker survey, we found 17 percent of the entry-level workers who are working at a second job. These workers average an additional 19 hours at the other job generally dong the same type of work as on the first job. Economic necessities or perceived needs will likely see more and more people picking up a second job. Although the career development literature is rich with techniques for helping individuals identify careers that match their interests and abilities, little has been written about advising people who will be handling two or more jobs at the same time. Since many workers are unable to find full satisfaction in a single job, it may be possible for people who desire or need a second job to learn to select jobs that compliment rather than repeat each other. For example, a person sitting at a computer terminal for 40 hours a week may benefit from a second job in retail sales where the salesperson is standing and working closely with customers. School counselors, JTPA staff, and others may want to explore these ideas as they help people prepare for careers or to identify career redirections that better satisfy their needs.

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PRELIMINARY FINDINGS

# Northwest and Pacific Worker Survey

N = 870 workers

1. What kind of work do you do? *cashier 7%; general office work 5%; agriculture 5%; retail sales 5%; food preparer 4%; nurse's aide 3%; bookkeeping 3%; gardening 3%; general labor 2%*

2. What is your job title? _____

The following questions relate to your work at this company.

3. We would like your opinion about your job. For each skill or attitude please indicate how important you feel it is in doing your job. Circle V if it is Very Important, S if it is Somewhat Important, or N if it is Not Very Important.

| | V | S | N |
|---|---|---|---|
| Solving problems | 70 | 24 | 4 |
| Regular attendance | 95 | 4 | 0 |
| Working as a team member | 90 | 9 | 1 |
| Communicating with others | 92 | 8 | 1 |
| Willingness to learn new things | 86 | 13 | 1 |
| Handling a variety of work tasks | 79 | 20 | 2 |
| Keyboarding skills for a computer | 29 | 35 | 36 |
| Understanding of computers | 27 | 39 | 36 |
| Reading skills | 68 | 28 | 5 |
| Writing skills | 59 | 32 | 9 |
| Math skills | 55 | 34 | 11 |
| Following directions | 94 | 6 | 0 |
| Completing tasks on time | 85 | 14 | 1 |

4. How often is good use made of your skills and abilities in your job? (Check one)

56 Almost always 29 Usually 11 Sometimes 4 Seldom 1 Never

If seldom or never, what skills are not being used? *One percent each said: problem solving, math, technical skills, computer skills, interpersonal skills*

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5. Would you like more training? 73 Yes 27 No

If YES, what skills do you think you need to improve? (Check all that apply)

| | | | |
|---|---|---|---|
| 6 | Reading | 19 | Team work skills |
| 11 | Math | 23 | Task-specific skills |
| 26 | Communications | 24 | Solving problems |
| 37 | Computer skills | 10 | Other (specify)_____ |

6. Please indicate how strongly you agree or disagree with each of the following statements. Circle SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree.

| | | | | | | |
|---|---|---|---|---|---|---|
| a. | I like working here. | 47 | 46 | 6 | 1 | 1 |
| b. | I have opportunities to advance within this company. | 26 | 36 | 20 | 13 | 5 |
| c. | All those in my company have equal opportunities for training for advancement. | 27 | 37 | 18 | 14 | 5 |
| d. | My company provides good training. | 23 | 48 | 15 | 12 | 3 |
| e. | I learn from my co-workers. | 38 | 52 | 5 | 5 | 1 |
| f. | I have a chance to accomplish something worthwhile here. | 34 | 42 | 18 | 6 | 1 |
| g. | My supervisor and I communicate well. | 45 | 42 | 8 | 4 | 1 |
| h. | My supervisor treats me fairly. | 47 | 42 | 7 | 3 | 1 |
| i. | My supervisor asks for my ideas and suggestions to improve things at work. | 33 | 40 | 14 | 10 | 3 |
| j. | My supervisor lets me change my work hours if needed to meet my family needs. | 37 | 38 | 11 | 9 | 5 |
| k. | My work group is well organized. | 21 | 48 | 18 | 11 | 2 |
| l. | My co-workers' math ability is enough for the job. | 18 | 55 | 21 | 5 | 1 |
| m. | My co-workers' reading ability is enough for the job. | 20 | 58 | 17 | 4 | 1 |
| n. | The people I work with cooperate as a team. | 28 | 48 | 11 | 11 | 2 |
| o. | Workers here have a positive attitude about work and use their worktime well. | 20 | 41 | 20 | 15 | 5 |
| p. | Workers here have good attendance and are on time. | 23 | 43 | 16 | 12 | 5 |
| q. | Management has a good attitude toward workers. | 30 | 40 | 17 | 9 | 4 |
| r. | Our equipment and supplies are of high quality. | 23 | 41 | 18 | 15 | 3 |
| s. | My co-workers never use drugs and alcohol on the job. | 50 | 24 | 18 | 5 | 3 |
| t. | My shift or hours frequently conflict with my personal or family needs. | 7 | 15 | 9 | 42 | 28 |

Please circle SA for Strongly Agree, A for Agree, U for Undecided, D for Disagree, and SD for Strongly Disagree.

| | | | | | | |
|---|---|---|---|---|---|---|
| u. | It is hard for me to balance work and family responsibilities. | 5 | 11 | 9 | 49 | 25 |
| v. | Stress at work is reducing the quality of my work. | 4 | 17 | 15 | 42 | 22 |
| w. | Stress at work is reducing the quality of personal and family life. | 4 | 14 | 17 | 43 | 23 |
| x. | Rewards (such as promotions, and salary increases) are given fairly here. | 15 | 34 | 23 | 17 | 11 |
| y. | Salary increases are based on how well you do your job. | 15 | 27 | 21 | 19 | 17 |
| z. | I am paid fairly for the work I do. | 18 | 36 | 19 | 15 | 12 |

7. Where did you learn the skills needed in your job? (Check all that apply)

89 On the job
35 High school
6 Apprenticeship
14 Other (please specify)_____
15 Community college
10 College or university
14 Job training program

8. In school, what classes (such as math, auto mechanics, or marketing) were most helpful in preparing you for your current job?

*Math 33%, Vocational areas 10%, English 6%*

9. When in school, what type of training would have better prepared you for your current job?

*Vocational areas 10%, Computers 8%, English 3%*

10. What types of training have you participated in at your company? (Check all that apply)

73 On-the-job training (OJT)
11 Basic skill development (for example, reading and math skills)
43 Safety and health training
8 Personal development training (such as personal finance)
38 Training to work as part of a team
19 Training for better jobs in this company
11 Employer-paid courses outside of the company (such as college classes)
____ Other (specify)_____
8 My company doesn't offer training opportunities
8 None

11. How did you find out about these company-sponsored training opportunities? (Check one or more)

12 Knew about them before I was hired
15 Heard about them at orientation
33 Told by my supervisor
23 Heard from co-workers
14 Employee handbook
26 Memos, newsletters, or bulletins
3 Heard from my union
17 I haven't heard about these training opportunities
4 Other (Please specify)_____

12. If you have not taken advantage of training opportunities at your company, why?

7 Not interested
10 Offered at a bad time
4 Transportation problems
6 Child care or other family conflict
4 Don't feel it would help me
15 Other (please specify)_____

13. What types of training would you like to have more of? (Check all that apply)

27 On-the-job training
10 Basic skill development (for example, reading and math skills)
18 Safety and health training
16 Personal development areas (such as personal finance)
20 Training to work as part of a team
41 Training for better jobs in this company
32 Employer-paid courses taken outside of the company (such as college classes)
6 Other (specify)_____
8 None

14. What could be done in your company to increase either the amount or the quality of the work done?

*Improve worker incentives 12%; Change management style 7%: More/better training 5%; Physical changes 3%*

15. Do you make recommendations about your work environment, for example, the work you do and how you do it?

76 Yes 24 No

a. If YES, in which of the following areas?

25 Work schedule
15 Number of hours worked
57 Ways of doing the job
22 Company policies and practices
33 Tasks performed
12 Employee benefits package
3 Other (Specify)_____

b. If YES, are your recommendations taken seriously? 77 Yes 23 No

16. What changes would you recommend to improve your workplace?

_____

_____

_____

17. a. Do you provide any care or assistance to an older person or a disabled adult? (This includes persons who live with you or somewhere else. Assistance can include shopping, home maintenance, transportation, or checking on them by phone.)

35 Yes 65 No

b. If YES, how often?

| | | | |
|---|---|---|---|
| 43 | Daily | 18 | Once or twice a month |
| 34 | Weekly | 5 | Less than once a month |

c. If YES, how does this affect your work life? (Check one or more)

26 It doesn't
3 I sometimes have to take time off from work
1 I'm sometimes less effective at work
3 Other (Please specify)_____

18. a. Do you have dependent children for whom you are the primary provider?

38 Yes 62 No

b. If YES, how does this affect your work life? (Check one or more)

21 It doesn't
15 I sometimes have to take time off from work
3 I'm sometimes less effective at work
3 Other (Please specify)_____

19. Listed below are benefits that could be provided to employees. Few companies offer all of these benefits. Use the left hand column to place a check (√) beside those benefits you receive. On the right hand side, put a check ( √ ) next to the 5 benefits that would be most important to you regardless of whether you receive them or not.

| BENEFITS YOU ACTUALLY RECEIVE | | 5 MOST IMPORTANT BENEFITS TO YOU | IMPORTANT BUT NOT RECV'D |
|---|---|---|---|
| 19 | Medical benefits for you | 56 | 15 |
| 12 | Medical benefits for your dependents | 34 | 21 |
| 20 | Dental benefits for you | 45 | 21 |
| 12 | Dental benefits for your dependents | 28 | 20 |
| 12 | Unpaid leave to care for a new baby | 4 | 7 |
| 12 | Unpaid leave to care for a sick child, spouse, or parent | 8 | 13 |
| 2 | Child care at or near work | 1 | 12 |
| 2 | Full or partial payment of child care costs | 1 | 14 |
| 1 | Help in finding child care | 1 | 6 |
| 1 | Other child care assistance | 1 | 6 |
| 15 | A flexible work schedule | 19 | 19 |

| BENEFITS YOU ACTUALLY RECEIVE | | 5 MOST IMPORTANT BENEFITS TO YOU | IMPORTANT BUT NOT RECV'D |
|---|---|---|---|
| 10 | Options to select from a set of benefits other than health care/life insurance | 8 | 12 |
| 5 | Workshops related to personal and family needs | 3 | 8 |
| 20 | Employer paid retirement benefits | 17 | 20 |
| 32 | Paid vacation/sick leave | 38 | 16 |
| 4 | Others (Please list) | 2 | 4 |
| ___ | _____ | ___ | ___ |
| ___ | _____ | ___ | ___ |
| ___ | _____ | ___ | ___ |

20. How did you learn about employee benefits in your company? (Check one or more)

- 24 Knew about them before I was hired
- 41 Heard about them at orientation
- 23 Memos, newsletters, or bulletins
- 37 Told by my supervisor
- 3 Other (specify)_____
- 26 Heard from co-workers
- 51 Employee handbook
- 14 Heard from my union

21. Your sex:

36 Male 64 Female

22. Your race (Check the category that best describes you):

- 1 Black
- 34 Asian/Pacific Islander
- 4 Hispanic-origin
- 21 Other (Specify)_____
- 4 Native American
- 37 White

23. How old are you?

- 11 Under 21 years old
- 18 21 to 24 years old
- 52 25 to 44 years old
- 19 45 to 64 years old
- 1 65 and over

24. a. What language do you mainly speak at home?

94 English 1 Spanish 4 Other (Which)_____

b. What language do you mainly speak at work?

98 English - Spanish - Other (Which)_____

25. Check which of the following best describes your living situation?

- 23 Live with parent(s)
- 7 Single parent
- 19 Single, living alone or with others
- 49 Married, spouse present
- 3 Other

26. How many people are in your household? Average 4.03 (SD = 2.93) (Number)

27. What is the highest level of education you completed? (Circle or check one)

| Grade completed: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| High school graduate | | | | 1 | | 1 | | | 2 | 3 | 3 | 38 | 27 |
| Vocational, trade, or business school after high school | (less than 2 years) | | | | | | | | | | | | 17 |
| | (2 years or more) | | | | | | | | | | | | 1 |
| College Program | (Less than 2 years of college) | | | | | | | | | | | | 5 |
| | (2 or more years of college) | | | | | | | | | | | | - |
| | (Finished 4 or 5 year program) | | | | | | | | | | | | - |
| | (Education beyond a 4 or 5 year degree) | | | | | | | | | | | | - |

28. Have you held a paid job before working at this company? 83 Yes 17 No

29. a. If YES, why did you leave your last job? (Check all that apply.)

| | | | |
|---|---|---|---|
| 35 | To earn more money | 2 | Child care problems |
| 13 | Personal, family, or school reasons | 4 | Transportation problems |
| 3 | Health problems | 7 | Slack work or business conditions |
| 3 | Retirement | | |
| 7 | Temporary/seasonal job completed | 7 | Was laid off/fired |
| 9 | Unsatisfactory work schedule | 3 | Returned to school |
| 4 | Needed time to care for a new baby | 21 | Other (specify)_____ |
| 15 | Bad working conditions | | |

b. What was your hourly rate of pay at your last job?

| | | | |
|---|---|---|---|
| 17 | Less than $4.25 | 15 | $8.00 to $11.99 |
| 16 | $4.25 to $4.75 | 4 | $12.00 to $15.99 |
| 47 | $4.76 to $7.99 | 2 | $16.00 or more |

30. How long have you been in your present job? _____years and _____ months
*One 17%; two 11%: three 6%; four 3%; five 3%; five 3%; six+ 21%*

31. What is your current hourly rate of pay?

| | | | |
|---|---|---|---|
| 2 | Less than $4.25 | 31 | $8.00 to $11.99 |
| 8 | $4.25 to $4.75 | 4 | $12.00 to $15.99 |
| 53 | $4.76 to $7.99 | 2 | $16.00 or more |

32. How long have you been at this rate of pay?

| | |
|---|---|
| 46 | Under 6 months |
| 29 | 6 months to almost 1 year |
| 17 | 1 to almost 3 years |
| 4 | 3 to 5 years |
| 4 | Over 5 years |

33. Are you a member of a union? 36 Yes 63 No

34. How many hours a week do you generally work at this company? Average 38.09 (SD = 10.47) Hours

35. a. If you are working less than 35 hours a week, would you like to work more hours?

61 Yes 39 No

36. Do you also work at another job? 17 Yes 83 No

Average 18.77

If YES, how many hours per week do you generally work at the other job(s)? (SD = 12.52) hours.

37. What type(s) of work do you do there? *Same 85%, Related 8%, Different 7%*

38. What do you plan to be doing three years from now? (Check one or more)

26 Same job as now
10 Different job at this company
3 Same type of work as now but at another company
9 I don't plan to be working
27 Going to school
15 I have no idea what I'll be doing
14 Other (specify)_____

39. Do you have comments you feel should be included in our study? If yes, write them here.

_____
_____
_____
_____
_____
_____

*Thanks for taking time to complete this survey. Please put it in the attached envelope, seal it, and return it to your employer. It will be seen only by the research team at the Northwest Regional Educational Laboratory in Portland.*

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12/90

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- Developing and disseminating effective educational products and procedures
- Conducting research on educational needs and problems
- Providing technical assistance in educational problem solving
- Evaluating effectiveness of educational programs and projects
- Providing training in educational planning, management, evaluation, and instruction
- Serving as an information resource on effective educational programs and processes, including networking among educational agencies, institutions, and individuals in the region

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